WILLIAM E. KIRWAN
CENTER *for* ACADEMIC INNOVATION

Leading Academic Change: An Early Market Scan of Leading-edge Postsecondary Academic Innovation Centers

MJ Bishop
Director, Kirwan Center for Academic Innovation
University System of Maryland

Anne Keehn
President and CEO, Quantum Thinking
(formerly Senior Fellow for Technology and Innovation, Post-secondary Success Team, BMGF)

Background

Academic change is the term being used increasingly to describe universities' efforts to improve student success by creating optimally effective learning environments that simultaneously increase access, affordability, and quality of higher education for all those who want a postsecondary degree. Institutions are starting to see the vast potential of hybrid classrooms, shared courseware initiatives, open educational resources, competency-based education, learning analytics, and adaptive learning environments and they are seeking ways to scale and sustain these innovations.

Among the positive outcomes from these change efforts have been two interesting developments. First, there appears to be an increasing number of institutions that are reconstituting their "faculty development centers" and/or "centers for teaching and learning" to help lead their organizations in transforming and advancing student success through academic innovation and improved support for students and faculty. The second recent development has been what appears to be a sharp increase in the number of senior administrative positions in academic affairs being created over the last 2-3 years to lead their institution's academic change initiatives. These individuals hold titles such as *Assistant Provost Office of Academic Innovation, Vice Provost for Innovation in Learning and Student Success*, or *Associate Provost for Learning Initiatives* and are often filled by faculty leaders who have emerged as "change agents" among their colleagues. In some cases, they are managing a complex combination of instructional design and technology staff, faculty development centers, and data analytics units. And, while these individuals may be experts in innovative pedagogies supported by emerging technologies, many seem to be less well versed in the integration of these technologies or the organizational change theories and change management approaches that will be necessary to make innovations scalable and sustainable within their institutions. Individuals filling these newly constituted positions are seeking support networks and professional development opportunities.

It seems we may be observing the emergence of a new, interdisciplinary "innovation infrastructure" within higher education administration. However, little is known beyond anecdotal information about how these changes are being implemented.

Purpose

The purpose of the Leading Academic Change project was, therefore, to begin exploring this trend using a 3-pronged approach:

- bring together a cross-section of academic innovation leaders to begin the conversation around academic change leadership during a 2-day **Leading Academic Change Summit**;
- conduct **Interviews with Innovative Teaching and Learning Centers** to learn more about how their centers are functioning and where changes are occurring; and
- based on our findings from the Summit and our interviews, design a **National Survey of Campus Centers for Teaching and Learning** to explore the larger landscape.

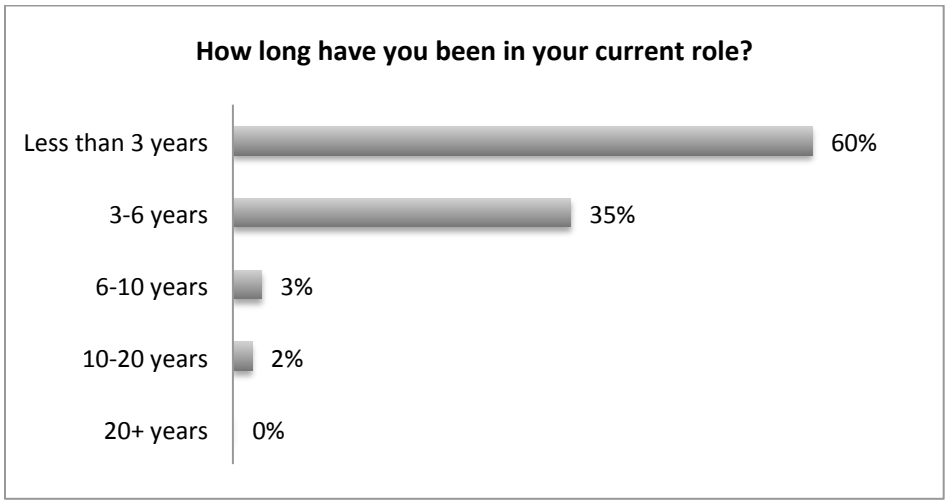
Leading Academic Change Summit

With support from the Bill and Melinda Gates Foundation, the University System of Maryland's Center for Academic Innovation hosted the inaugural *Leading Academic Change Summit* on December 2nd and

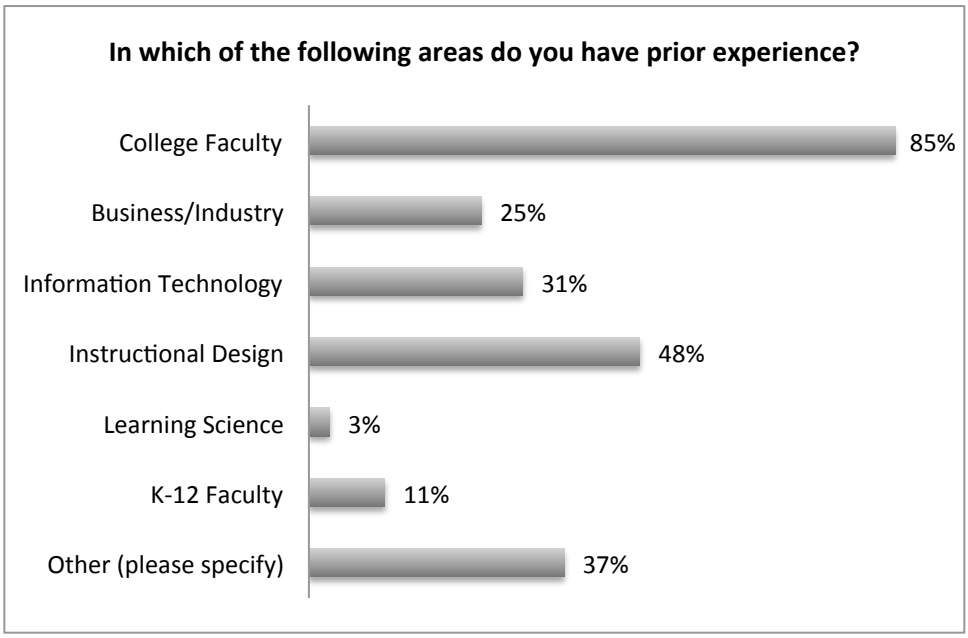
3rd, 2014. The Summit brought together more than 60 academic innovation leaders, representing 2- and 4-year public and private colleges, universities, and systems as well as other guests from ACE, APLU, EDUCAUSE, Ithaka S+R, NASH, and NASPA. Invitees were selected based on the knowledge and experience of the project directors in consultation with other experts both at the USM Center for Academic Innovation and the Bill and Melinda Gates Foundation.

The highly interactive 2-day conference was a rare and exciting opportunity for this diverse group of higher education leaders to engage in discussions around how academic transformation efforts are unfolding on their campuses, explore common challenges, and identify promising practices. Among the learnings from the Summit discussions and the pre-/post-conference surveys were:

Almost all of the participants (94%) have been in their position 6 years or less and more than half (59%) for 3 years or less.

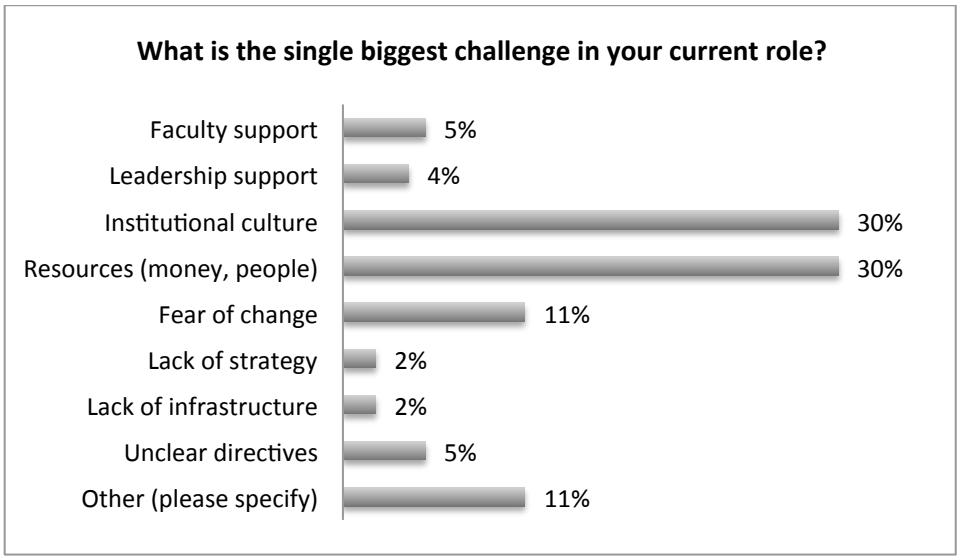


Most (85%) have college/university faculty experience.



More than three quarters (78%) report to the Provost/Academic Affairs VP (as compared with IT/CIO, chancellor/president, or student affairs).

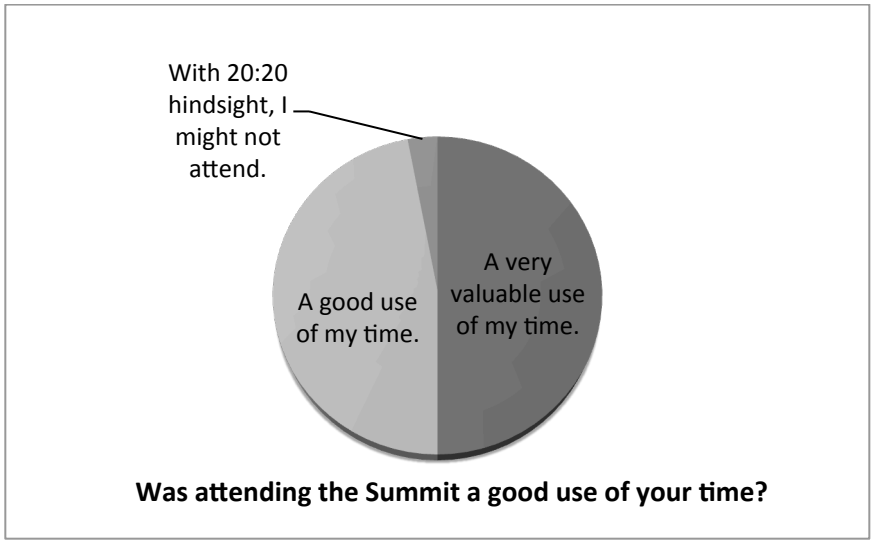
Navigating "institutional culture" is among the biggest challenges these leaders' encounter (equal to "lack of resources").



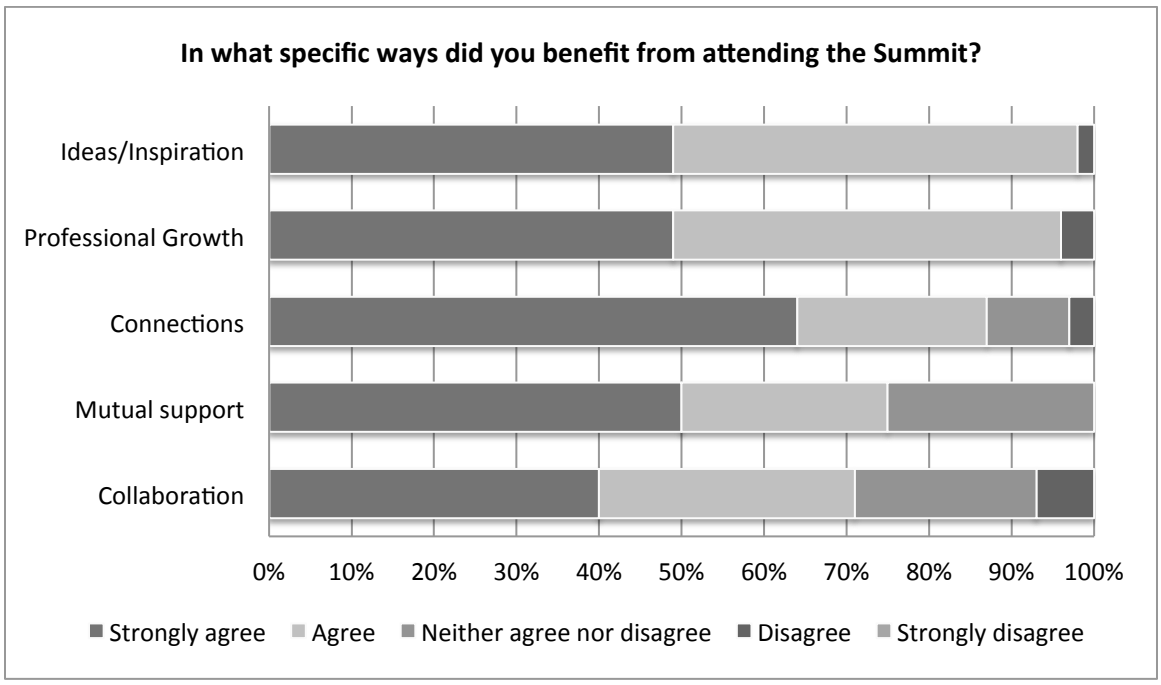
They are eager to learn more about theories and strategies for faculty engagement, boundary spanning, and organizational/cultural change. The top 3 reasons for attending the Summit (all 97% agreed or strongly agreed) were:

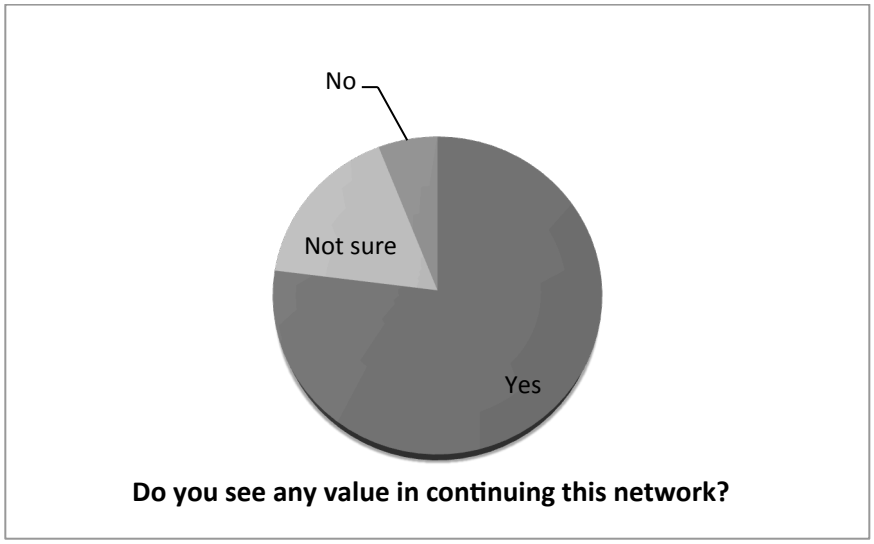
- Seeking ideas or inspiration to help them in their job.
- Advancing their thinking about leading academic change at their institution.
- Making/strengthening bonds with people who will help them do their jobs.

Ninety-seven percent of participants reported they thought the Summit was a good use of their time, and 50% of those stated that it was, in fact, a "much more valuable use of my time than what I probably would have done otherwise."



When asked about the specific ways they felt they benefited from the Summit, participants' top responses included making connections and mutual support.





Much of the conversation at the Summit seemed to confirm that these academic change leaders are eager to have interactions with colleagues for networking, inspiration, and collaboration, but existing networks and membership organizations are not sufficiently addressing their needs. Participants also confirmed the need for a new network in their survey responses, with nearly 77% confirming that there would be value in developing this new network.

Overall, Summit participants left energized and with a new sense of focus. Additionally, there continues to be interaction and communication among the attendees including the formation of at least one northeast regional group that is exploring collaborations around faculty teaching and learning innovation grants.

Interviews with Innovative Teaching and Learning Centers

Also as part of the project, in October 2014 we engaged the services of Cynthia Jennings of The Black Bear Group to conduct in-depth interviews with a total of 17 particularly innovative academic transformation leaders to talk about the evolution of the teaching and learning centers at their institutions. The interview protocol and the list of targeted institutions were derived by the project directors in consultation with Ms. Jennings and experts at the USM's Center for Academic Innovation and the Gates Foundation. Interviewees included representatives from a variety of institution types, including public and private, 2-year and 4-year, research intensive and liberal arts, as well as one public higher education state system. Interviews were conducted between November 2014 and early January 2015.

Key Findings

Revisioning and Reorganizing:

What used to be "centers for teaching and learning" are taking on much broader responsibilities and roles across campus, necessitating revisioning and reorganization. While the models institutions pursue still vary quite a bit, some themes do seem to be emerging from these particularly innovative efforts.

For example, Stanford, the University of Maryland, and Purdue University have all recently completely reorganized and moved several functions –including their teaching and learning center– under a new Vice Provost for Teaching and Learning or similarly named position. Similarly, UT-Austin recently merged the university's Continuing and Innovative Education unit into the Center for Teaching and Learning, creating a new kind of campus infrastructure for teaching and learning that includes both on-campus and off-campus academic innovations. At the University of Georgia, these mergers are breaking down political and budgetary boundaries that have existed in the past and prevented the kinds of collaborations needed to truly impact teaching and learning.

Another traditional boundary that appears to be getting increasingly fuzzy is that between academic and student affairs. Many "pedagogy centers" are also beginning to look at topics like student health and well-being and other student success areas. In some cases, like LaGuardia Community College, we are seeing the total merger of academic affairs and student affairs under the Provost.

But as new organizational structures are emerging, sometimes boundaries can be difficult to establish and/or maintain. In some cases, boundaries are blurred because institutions have retained their "legacy" structures. For example, the University of Connecticut has retained their Institute for Teaching and Learning while also having recently started a Center for Excellence in Teaching and Learning. The former is serving largely as their instructional technology unit now. Similarly, Georgetown has both a Center for New Designs and Learning and Scholarship (CNDLS), which focuses on teaching and learning, and the recently created "Red House," which serves as an innovation incubator with a student success focus. These units along with the Center for Technology Innovation, the Center for Teaching Excellence, and the Center for Assessment Analytics and for Research are working in close collaboration to assure that they are all part of the conversation.

Collaboratives:

In fact, regardless of the organizational changes, most these efforts involve strong collaborations among various units on campus, including the library, instructional technology, facilities, and the like. Purdue's

center, for example, works very collaboratively, assigning "teams" to work with faculty on course transformation under their IMPACT program. American University also draws heavily upon collaborations with student affairs in programming on diversity and inclusion and their open educational resource initiatives.

Because most academic change units are in the tricky position of not being able to dictate change from the top down, several of these centers are exploring a "shared services model." UT-Austin's center, for example, works hard to "empower and facilitate structure" rather than impose strategies. In their center redesign, UT-Austin has made substantial changes aimed at giving resources directly to the leading faculty innovators on campus, essentially "deputizing" these leaders through the Provost's Teaching Fellows program.

Student Involvement:

As the focus shifts from faculty success to thinking more about student success, many of these centers are involving students more directly in the work. For example, LaGuardia Community College actually employs students to help train the faculty. Stanford also works very closely with students. In fact, under the Stanford center's umbrella are also student learning resources, the tutoring programs, the academic skills and coaching programs, the student resilience programs, and graduate teaching development.

Technology's Role:

Technology is often not the leading focus of most of these efforts, but rather viewed as a tool to potentially help achieve desired outcomes. UT-Austin, for example, has created an Associate Vice Provost for Learning Sciences position that oversees a Learning Sciences group that includes faculty developers, digital content developers, technologists, and a unified learning analytics infrastructure. Duke's center, which is the only one among the 17 that reports up through the library, works very hard to take faculty who come in wanting to test a new technology and get them thinking, instead, about transforming their course. This is also true for Carnegie Mellon's Eberly Center, which grounds any technical solutions in the desired learning outcomes.

National Survey of Campus Centers for Teaching and Learning

In November 2014 we engaged the services of Kenneth C. Green of The Campus Computing Project to work with us on the distribution and statistical analysis of the *first known* national survey of campus teaching and learning centers. Survey items were designed and developed from our preliminary findings from the Summit and the interviews. We also sought the help of a variety of higher education experts from POD, the USM Center for Academic Innovation, and other experts at the Gates Foundation including Anne Keehn (grantor), Senior Fellow for Technology and Innovation and part of the Postsecondary Success Team, as well as Rahim Rajan and Greg Ratliff, both Senior Program Officers, Postsecondary Success, and Jason Palmer, Deputy Director, Postsecondary Success. See Appendix 7 for the entire survey with data tables.

Given that there is no definitive "list" of U.S. higher education teaching and learning centers and/or their directors, we decided to employ an "open survey" approach. We invited those center directors we did know to respond while, at the same time, circulating the survey to the memberships of various technology-and-pedagogy-oriented higher education professional organizations with a request to

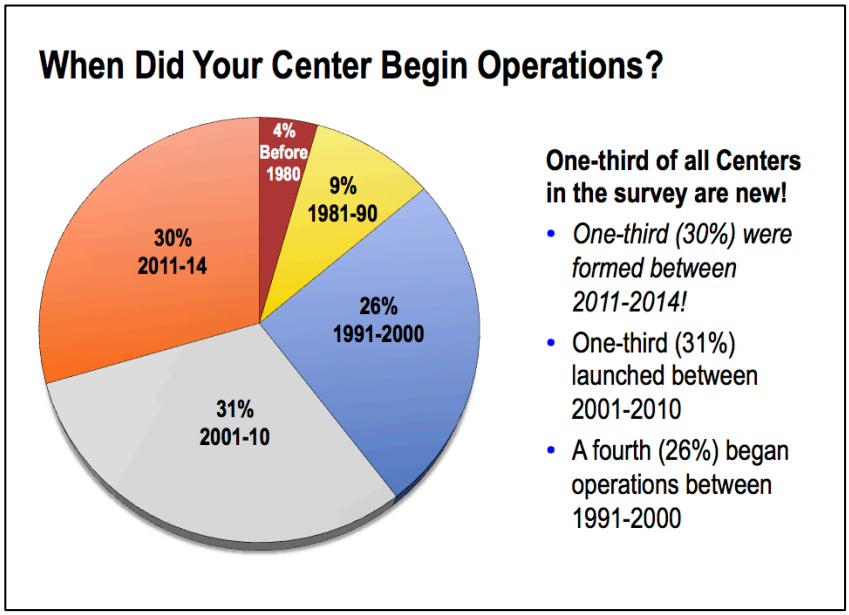
participate or to pass on the link to an appropriate respondent. These open requests for participation went to various listservs at EDUCAUSE (the CIO, ELI, Blending Learning, Small Colleges, and Community Colleges lists), the Online Learning Consortium (OLC), the Council on Libraries and Information Resources (CLIR), and other professional organizations. We also received support from POD, NISOD, and the TLT Group to promote the survey with their members.

The survey was distributed in January 2015. In total, 163 center heads/directors responded, fairly evenly distributed among public/private, 4- and 2-year, research and comprehensive. While we were pleased with the participation level and the diversity of institutions represented given the difficulty in locating the centers and their directors, there are over 4000 colleges and universities in the U.S. and many more than 163 are likely to have teaching and learning centers. The findings reported below should, therefore, be considered to be illustrative, but not definitive.

Key Findings

Center Launch:

Many of these centers are new. One-third (30%) were formed between 2011-2014 with a second third (31%) having launched between 2001-2010.



Director Background and Status:

Three-fifths (58%) of the center directors who responded have experience as teaching faculty and two-thirds (64%) are holding some type of academic appointment while also serving as center director.

Center Leadership:

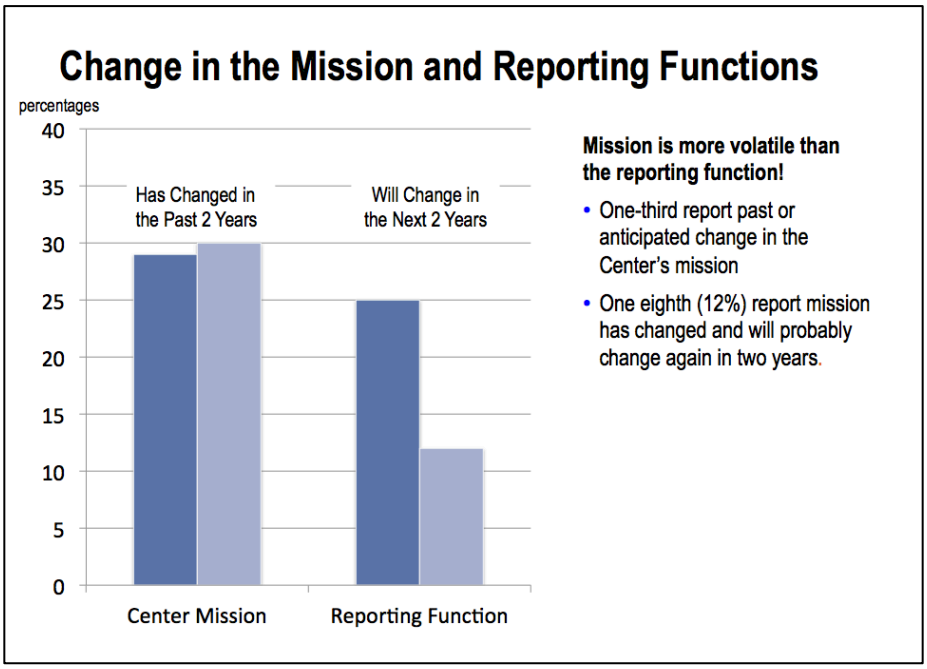
Most center directors have academic backgrounds and many also still retain faculty status (full-time or part-time). Three-fifths (58%) of the respondents have backgrounds as teaching faculty and two thirds (64%) have some type of academic appointment.

Center Reporting Function:

Most centers (81%) report up through the Provost or Academic Affairs Office. The remainder report to the CIO (6%), the library (2%) or "other" units such as a special learning or innovation office (10%).

Changing Mission and Reporting Functions:

Most of the centers have recently experienced a change in mission, with almost 60% of the center director respondents reporting either that their center's mission has changed in the past 2 years or is likely to change within the next 2 years. Similarly, more than one-third of the responding centers have either recently undergone a reporting function change or anticipate one within the next two years.



Number of Centers on Campus:

Nearly half of all respondents reported their campuses have two or more similar centers supporting the institution's instructional mission.

Budgets and Staff:

While the majority of respondents indicated their budget has experienced little or no change over the last 2 years, the good news is that only one-fifth have experienced budget cuts and a third benefited from budget increases. However, there are big variations within sectors, with public institutions' centers generally seeing less modest budget growth than their private counterparts. Perhaps not surprisingly, larger universities have larger compliments of center staff than smaller institutions (approximately 10 as compared to 3-5) and also make greater use of student workers.

Center Budgets

A/Y 2014-15	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
Mean	$522,507	1,116,854	355,708	267,605	1,097,148	129,194	71,086
Median	$137,000	650,000	100,00	65,000	700,00	65,000	35,000
Budget Increase or Decrease Over the Past Two Years							
+ 8% or more	15	8	7	9	30	29	15
+ 3-7%	17	27	17	13	5	9	15
+/- 2%	51	51	52	48	55	48	60
- 3-7%	9	3	14	17	5	11	5
- 8% or more	9	11	10	13	5	7	5

Center Budgets

- Big variations within sectors
- Budget may not include personnel costs

Budget Trends

- Majority report little or no change
- Variations by sector regarding gains
- A third benefited from budget increases
- A fifth experienced budget cuts

Professional Personnel and Staff

Average Headcount	ALL	Public Univ	Public MA	Public 2-Year	Private Univ	Private MA	Private BA
Professional Staff	6.4	10.6	4.1	3.5	9.4	7.2	2.2
Faculty Fellows	2.4	4.2	1.8	2.6	3.7	1.2	0.8
Admin Support Staff	2.3	2.3	1.2	1.7	3.2	4.6	0.8
Students Assisting Prof Staff	5.5	9.4	3.3	0.2	12.3	2.0	7.1
Students Assisting Adm. Staff	1.2	3	0.8	0.5	2.8	1.1	0.7

Center Staffing Affected by Campus Size and Mission

- Universities have larger staff than other sectors, and also make greater use of student workers

Center Priorities:

Center directors who responded indicated that their primary foci are on faculty engagement with students, course design/redesign (online/hybrid and face-to-face), and leveraging instructional/learning platforms for instruction. Other technologies and approaches such as adaptive, analytics, open educational resources, courseware, e-portfolios, competency-based learning, and badging were all rated as far lower priorities. This finding may also be reflected in the responding center directors' surprisingly low awareness or familiarity with third-party digital content providers.

Current Priority of the Center's Activities and Initiatives

Scale: 1=low priority 7=high priority *percentages*	Low Priority (1-2)	Medium Priority (3-4-5)	High Priority (6-7)
Faculty engagement with students (high impact practices)	3	17	81
Course / program development or redesign for on-campus courses	9	34	57
Course / program development or redesign for blended / hybrid courses	12	37	51
Leveraging Cloud platforms for instruction (LMS, learning platforms)	24	30	46
Course / program development or redesign for fully online courses	25	34	42
Classroom / learning spaces design	25	41	34
Adaptive learning technologies	38	43	19
Learner / learning analytics	30	53	17
Improving academic advising	46	37	17
Use of ePortfolios	37	48	15
Competency-based learning	50	38	13
Assessment of prior learning	33	54	13
Open Educational Resources (OER)	40	48	12
Use of third-party digital courseware	44	44	11
Digital textbooks and course materials	41	50	9
Gaming and simulations	53	44	4
Digital Badging	67	30	3

High Priority

- Faculty engagement with Students
- Course design for on-campus, hybrid courses & online courses
- Leveraging cloud platforms

Low Priority

- Adaptive technologies, advising, learning analytics
- OER, Digital curricular resources, Competency-based learning, Badging

Usage:

According to the center directors, pre-tenured, full-time faculty are the primary users of these centers. While lower numbers of engagement for tenured and part-time faculty may not be particularly surprising, it is disappointing to see that respondents reported very little use by graduate and undergraduate students. When asked what disciplines tend to make more use of the center, respondents indicated the highest levels of engagement come from the social sciences, STEM fields, and health sciences. The least engaged disciplines are business and education. Also, according to the responses, it seems the primary uses that faculty are making of the center resources and services are professional development for teaching and instructional design help.

Best Estimate of Who Uses the Center's Resources

percentages	ALL Institutions	Not App.
Full-time Faculty	38	3
Part-time Faculty	24	13
Academic Staff	15	33
Graduate Students	20	52
Undergrads	18	63

Full-time Faculty Are the Primary Users

- Highest numbers for full-time faculty
- Low numbers for part-time faculty not surprising
- Surprisingly low numbers for graduate students
- Little undergraduate activity (function of mission and marketing?).

Effectiveness and Impact:

Given faculty usage it is, perhaps, not surprising that the directors rate "improving teaching skills" and providing course redesign support as the most effective services their centers offer. When asked about their center's impact, the directors indicated they thought they were having a modest positive impact on learning transformation and student success. When asked about the one thing their center could do better, the responses included engagement beyond full-time pretenure faculty, communication about services, and use of assessment (both to assess faculty progress and to assess the Center's work).

Perspectives on the Center's Impact

percentage who agree/strongly agree

The Center serves as an effective catalyst for a significant learning transformation in teaching and learning	71
The Center serves as a positive catalyst for modest improvements in teaching and learning.	92
The Center touches a large group of faculty and serves them well	61
The Center touches only a small group of faculty but serves them well	54
The Center serves as an effective catalyst for a significant transformation in overall student success.	45
The Center serves as a positive catalyst for a modest improvement in overall student success.	70
The Center's activities and services are well known and widely respected on campus	81

Good but not great impact on

- Learning transformation
- Student success

Outreach Strategies:

Directors are using a variety of strategies to encourage use of center resources –everything from financial and course release incentives to changes in promotion and tenure policies. Among those strategies rated most effective were departmental outreach and financial incentives. Least effective were efforts to promote learning science research (evidence), funding to present at pedagogy conferences, and providing professional accreditation support to the program.

Outreach Strategies to Encourage Faculty to Use the Center's Resources and Services

Scale: 1=not effective 7=very effective *percentages*	Not Effective (1-2)	Medium Effective (3-4-5)	Very Effective (6-7)
Outreach to division and department chairs	11	56	33
Financial incentives to individual faculty	8	62	31
Support to present at teaching / pedagogical conferences	16	65	20
Support with accreditation requirements of professional programs	13	70	17
Course release time for faculty during the academic year	10	78	13
Use of learning science research to improve student learning	19	68	13
Changes to promotion and tenure policies that encourage teaching innovation	10	80	10
Financial incentives to academic programs / departments	8	86	7
Embedding support staff in academic units	10	83	7
Course release time for faculty during the summer months	10	84	6

Very Effective
- Outreach to dept. chairs
- Financial incentives

Not Effective
- Promoting learning science
- Conference support
- Accreditation requirements

This was the first known attempt to do a broad survey of teaching and learning center directors and we received a good deal of positive feedback from respondents for making this effort to reach out to them and learn more about their experiences. Overall, the survey results demonstrate the clear need to engage faculty in the work of academic innovation and illustrate some of the difficulties involved in doing so. The findings suggest the importance of supporting these teaching and learning center directors' efforts through stronger engagement with academic department as well as better messaging from the Provost around the importance of these centers as a key strategy to promote innovation. Additionally, training for center directors in how to manage change and affect organizational culture was among the top responses participants volunteered when asked "what key issues did we miss in the survey?"

Summary and Conclusion

There was a surprising amount of consistency in the data that we collected across this three-pronged project, all of which does seem to point to the emergence of a new, interdisciplinary innovation infrastructure within higher education administration. Overwhelmingly, this transformation is most apparent within Academic Affairs units, which may mark a shift in thinking about the role academic affairs can and should play in institutional efforts to increase effectiveness and affordability, particularly in relation to student success. And, increasingly, these efforts are taking on a highly collaborative tone, busting traditional higher education silos in order to progress and, in some cases, even bringing multiple units together under one "umbrella" position.

Centers for teaching and learning are clearly evolving at the same time, often providing the underlying structure necessary to support academic change more broadly. These centers' missions are shifting from a reactive "faculty development" focus to a more proactive "teaching and learning transformation" focus. Student success, not just faculty success, is now a priority for most. And, as part of this mission shift, these centers' responsibilities are expanding to include program and curricular redesign, "next generation digital learning," assessment and analytics, facilities and use of instructional space, as well as advising and other student success initiatives.

Given their background and expertise, the individuals charged with leading academic change appear to be respected if, perhaps, somewhat isolated advocates. Their biggest challenge is changing the institutional culture, but they may not be particularly well trained for the task or well supported in that role. In addition to lacking the evidence they need to demonstrate benefits to faculty for innovations, they face the continuing challenge of building strong alliances with academic departments.

This is a time of transformational and, perhaps, disruptive change in higher education. Public and private colleges and universities increasingly face calls for more transparent accountability, evidence of return on investment, and creative solutions to difficult problems including budget constraints, rising costs, and stagnant completion rates. Additionally, the changing character of our students in terms of their preparation, prior experiences, motivation, culture, age, and expectations of our institutions challenges us to seek new pedagogical models that capitalize on recent findings from the learning sciences as well as the capabilities of emerging technologies. As a result of these pressures, our higher education institutions are responding by creating a new, interdisciplinary "innovation infrastructure."

This project has taken the first steps to shed some light on how these organizational changes are being implemented and who these new academic innovation leaders are. But clearly there is more work to be done to support these leaders' efforts to affect change within their institutions.

Appendix 01: Leading Academic Change Summit Participating Institutions

Institution	Type
American University	Private, R1
Arizona State University	Public
Austin Peay State University	Public, comp
Bowie State University (USM)	Public, HBU
Broward College	2-year
California Institute of Technology	Public
California State University System	Public, system
Capella University	Private, online
Carnegie Mellon University	Private, R1
Central New Mexico Community College	2-year
Chattanooga State Community College	2-year
City Colleges of Chicago	2-year
College of New Jersey	Public, comp
Coppin State University (USM)	Public, HBU
Cornell University	Private, R1
CUNY	Public
Dartmouth	Private, R1
Duke University	Private, R1
Eckerd College	Private
Essex County College	2-year
Florida Virtual Campus	Public
Frostburg State University (USM)	Public, comp
Gateway Technical College (WI)	2-year
George Mason University	Public
George Washington University	Private
Georgetown University	Private, R1
Georgia State University	Public
Guilford Technical Community College	2-year
Guttman Community College	2-year
Howard Community College (MD)	2-year

Institution	Type
Kentucky Community and Technical College System (KCTCS)	2-year
LaGuardia Community College, CUNY	2-year
Lake Area Technical Institute	2-year
Massachusetts Institute of Technology	Private
Miami Dade Community College	2-year
Minnesota State Colleges and Universities	Public
Montana University System	Public
Montgomery County Community College (PA)	2-year
Ocean County College	2-year
Penn State	Public, R1
Portland State University	Public
Purdue University	Public, R1
Richard Stockton College of New Jersey	Public, comp
Rio Salado College	2-year, online
Salisbury State University (USM)	Public, comp
San Francisco State University	Public
Santa Barbara City College	2-year
Shippensburg University	Public, comp
Sinclair Community College	2-year
St Petersburg College	Public
Stanford Universty	Private, R1
Stony Brook University	Public, comp
SUNY Empire State College	Public
SUNY Office of the Provost	Public, system
Tennessee Board of Regents	Public, system
The University of Texas System	Public, system
Tidewater Community College	2-year

Institution	Type
Tidewater Community College (VA)	2-year
Towson University	Public, comp
Universities at Shady Grove (USM)	Public, reg cntr
University of Arkansas System	Public, system
University of Baltimore (USM)	Public, comp
University of California at Davis	Public
University of California Los Angeles	Public
University of Central Florida	Public
University of Central Oklahoma	Public
University of Connecticut	Public, R1
University of Florida	Public, R1
University of Georgia	Public, R1
University of Maryland, Baltimore (USM)	Public, R1
University of Maryland, Baltimore County (USM)	Public, R1
University of Maryland, College Park	Public, R1
University of Maryland, Eastern Shore (USM)	Public, HBU
University of Maryland, University College (USM)	Public, online
University of Massachusetts, Boston	Public

Institution	Type
University of Michigan	Public, R1
University of Michigan, CRLT	Public
University of North Carolina System	Public, system
University of Notre Dame	Private
University of Southern California	Public, R1
University of Texas at Arlington	Public
University of Texas at Austin	Public, R1
University of Texas System	Public, system
University of the Pacific	Private
University of West Florida	Public, comp
University of Wisconsin System	Public, system
University of Wisconsin-Extension's Continuing Education	Public, R1
University System of Georgia	Public, system
University System of Hawaii	Public
University System of MD Hagerstown (USM)	Public, reg cntr
Utah System of Higher Education	Public
Vanderbilt University	Private, R1
Virginia Tech	Public, R1
Walla Walla Community College	2-year
West Virginia University	Public, R1
Western Governor's University	Private

Appendix 02: Evolution of T&L Centers -- Interview Protocol

Our hypotheses:

There is an increasing number of institutions that are reconstituting their Faculty Development Centers and/or Centers for Teaching & Learning to help lead their organizations in transforming and advancing student success through improved teaching and learning.

The changes appear to include the following:

1. Infrastructure reorganization that takes these centers out of library and/or IT focused units of the institution and moves them into academic affairs and under the supervision of the Provost.
2. Efforts to move long-time, well-respected faculty into administrative/ leadership roles within these Centers and/or within the Provost's office to oversee these Centers (along with other direct reports such as instructional technology and learner analytics).
3. Tighter alignment and collaboration with what used to be called "student success" programs and initiatives in Student Affairs.
4. A new leadership role has been created and reports to the Provost and/or President

Questions:

1. What is the name of your Center/Institute? Your official title? Who do you report to?
2. Where is your Center/Institute housed within the overall organizational structure? In academic affairs? Information technology?
3. When was your Center/Institute created?
4. What is the background of your Center's director? Academic/Faculty? Staff? (If not talking to Center director, get name and title).
5. How would you gauge the level of faculty participation in the programs/services offered by the Center?
    a. What sorts of strategies do you use to encourage different faculty to engage with the Center's programs/services so that you're not always just "preaching to the choir?"
    b. What do you perceive are the barriers or levers for increasing faculty use of the Center/Institute?
6. To what extent does your Center collaborate with the other units on campus that are critical to its mission? (So, for example, if Center is housed in IT to what extent does it collaborate with academic affairs and vice versa?)
7. If you had to pick one thing (program, approach, strategy) that stands out for you as being particularly innovative about your Center/Institute, what would it be?
8. In what ways, if any, has the mission/focus of the Center's efforts changed over the last few years?
9. On a scale of 1-5 (with 1 being "not at all a priority" and 5 being "top priority"), what are the sorts of initiatives that your Center/Institute is focusing on right now:

a. Course/program redesign
b. Competency-based learning
c. Learner/learning analytics
d. Open Educational Resources
e. Adaptive learning
f. Faculty engagement with students (high-impact practices)
g. Badging
h. Prior learning assessment
i. Use of e-portfolios
j. Other?

10. To what extent have you seen other institutions shift the focus/mission of their faculty development/T&L centers and how?
11. Has your budget increased over the years? Staff size increased/decreased?
12. Are there Centers that you consider exemplars? Who have changed their model (s) of support for Faculty and Students in teaching & learning?
13. What conferences do you attend for knowledge and professional development in your Center leadership role?
14. If there were to be a National Summit and/or a network of your peers, would you find this valuable to attend/join? If so, why?
15. Is there someone else you think we should be talking with to get the answers to these questions?

Appendix 03: Evolution of T&L Centers Interview Participating Centers

1) American University, Center for Teaching, Research, and Learning
2) Carnegie Mellon University, Eberly Center for Teaching Excellence
3) Dartmouth College, Center for the Advancement of Learning
4) Duke University, Center for Instructional Technology
5) Franklin and Marshall College, The F&M Faculty Center
6) Georgetown University, Center for New Designs in Learning and Scholarship
7) LaGuardia Community College, LaGuardia Center for Teaching and Learning
8) Purdue University, Center for Instructional Excellence
9) Stanford University, Center for Teaching and Learning / Teaching Commons
10) Towson University, Office of Academic Innovation
11) Vanderbilt University, Vanderbilt Institute for Digital Learning
12) West Virginia University, Teaching and Learning Commons
13) University of Connecticut, Center for Excellence in Teaching and Learning
14) University of Georgia, Center for Teaching and Learning
15) University of Maryland College Park, Teaching and Learning Transformation Center
16) University of Texas - Austin, Center for Teaching and Learning
17) University of Texas System, Institute for Transformative Learning

Appendix 04: Survey Data Tables

See next page.

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Number of respondents	171*	39	30	26	20	30	20	5
Q1: What is the name of your college or university? *(open ended response)*								
Q2. My Institution has a Campus Center for Teaching and Learning, Professional Development, or Academic Transformation that supports faculty and students in using educational technologies and innovative practices for teaching and learning. *(percentages)*								
Yes	99	100	100	96	100	100	100	80
No	1	0	0	4	0	0	0	20
Don't know								
Q3. Are you the head or director (senior officer) of the Center? *(percentages)*								
No	4	3	0	12	0	3	0	40
Yes	96	97	100	88	100	97	100	60
The data presented below are for only the head or director of a campus Center.								
Q4: Reporting structure for the institution's Center: To what office does the Center report?								
Academic Affairs / Provost	81	76	66	87	90	86	90	67
Information Technology / CIO	6	11	10	0	5	7	0	0
Library	2	0	3	4	5	0	0	33
Student Affairs	0	0	0	0	0	0	0	0
Other	10	13	21	9	0	7	10	0
Q5: When did the Center begin operations (year)?								
1961 - 1980	4	13	3	0	0	0	5	0
1981 - 1990	9	16	7	25	11	0	0	0
1991 - 2000	26	32	34	15	42	14	15	0
2001 - 2010	31	24	34	30	32	41	25	33
2011 - present	30	16	21	30	16	45	55	67
Q6: Is your Center the only such unit on the campus or others that offer similar instructional support and professional development services?								
This Center is the only such unit on campus	45	26	48	70	40	45	50	100
This Center is the primary unit for these resources and services, but there are others, often linked to academic programs or other campus units.	48	66	45	26	55	48	45	0
This Center is one of several similar units on campus, but none is the primary campus center for these services.	6	8	7	4	5	7	5	0
Don't know	1	0	0	0	0	0	0	0
Q7: As the Center head or director, do you also have another institutional appointment?								
No: No other institutional title	21	26	31	22	25	21	0	0
Yes: I have a regular (tenure-track) faculty appointment	43	39	41	30	40	45	70	0
Yes: I have an appointment as adjunct or affiliate faculty	21	29	14	22	25	21	10	33
Yes: I have another staff / administrative appointment in addition to the position of Center director	15	5	14	26	10	14	20	67
Q8: As the Center head or director, which description below characterizes your background?								
Teaching faculty	58	39	62	52	55	66	90	33
Research faculty	7	8	3	0	20	7	5	0
Staff / administration	28	37	28	39	25	21	5	67
Other	7	16	7	9	0	7	0	0
Q9: Has the mission for the Center changed in the past two years?								
No, the mission has not changed	71	70	62	70	65	79	75	100
Yes, the mission has changed	29	30	38	30	35	21	25	0
Q10: Will the mission for the Center change in the next two years?								
No	70	61	69	74	60	79	85	33
Yes	30	39	31	26	40	21	15	67
Calculated: **percentage of Center directors who report that the Center mission *has changed* in the past two yeae that also expect the mission *will change* again in the next two years.**	12	16	17	9	25	7	0	--
Q11: Have the organizational reporting arrangements for the Center changed in the past two years?								
No	75	82	72	70	70	76	80	67
Yes	25	18	28	30	30	24	20	33
Q12: Will the organizational reporting arrangements for the Center change in the next two years?								
No	88	89	83	96	90	83	95	100
Yes	12	11	17	4	10	17	5	0
Calculated: **percentage of Center directors who indicate that the Center reporting function *has changed* in the past two years who also expect the reporting function *will change* again in the next two years.**	3	0	7	0	5	4	0	--

* *Note:* 171 institutions completed the online questionnaire, including just one public baccalaureate college. The data for that one public BA institution are not presented separately in these data tables.

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Q13: Annual Center Budget for Academic Year 2014-15								
Average budget	$ 522,507	$ 1,116,854	$ 355,708	$ 276,605	$ 1,097,148	$ 129,194	$ 71,086	$ 60,010
Median budget	$ 137,000	$ 650,000	$ 100,000	$ 65,000	$ 700,000	$ 65,000	$ 35,000	$ 60,000
Q14: How has the operating budget for the Center changed over the past two years?								
Significant increase: up 8 percent or more	15	8	7	9	30	29	15	0
Modest increase: up 3-7 percent	17	27	17	13	5	7	15	67
Little change: plus or minus 2 percent	51	51	52	48	55	46	60	33
Modest decrease: down 3-7 percent	9	3	14	17	5	11	5	0
Significant decrease: down 8 percent or more	9	11	10	13	5	7	5	0
Q15. Average head-count of key groups of personnel at the Center (number)								
Professional staff who provide services to faculty / students	6.4	10.6	4.1	3.5	9.4	7.2	2.2	2.0
Faculty fellows	2.4	4.2	1.8	2.6	3.7	1.2	0.8	3.0
Administrative support staff	2.3	2.3	1.2	1.7	3.2	4.6	0.8	0.7
Student workers (including graduate students) who support / assist the activities of the professional staff	5.5	9.4	3.3	0.2	12.3	2.0	7.1	0.0
Student workers who support / assist administrative staff	1.2	1.8	0.8	0.5	2.8	1.1	0.7	0.3
Q16. Best estimate of the proportion (%) of the institution's faculty and students who made use of the Center's resources and services during the fall term, 2014?								
Full-time faculty	38	38	38	49	28	38	38	12
not applicable to my center	3	3	10	0	0	0	0	0
Part-time faculty	24	24	31	24	25	17	19	24
not applicable to my center	13	13	10	0	15	10	35	0
Academic staff	15	13	22	18	16	11	11	2
not applicable to my center	33	29	35	26	20	38	45	33
Graduate students	20	22	21	0	24	14	5	3
not applicable to my center	52	5	59	78	30	66	95	67
Undergraduates	18	15	21	9	37	11	26	5
not applicable to my center	63	61	66	65	65	55	65	67
Q17. How would you characterize the current priority of the following initiatives and activities for your Center?								
mean scores (scale: 1=low priority; 7=high priorty)								
Course / program development or redesign for on-campus courses	5.4	5.5	5.4	4.9	5.8	5.3	5.4	4.7
Course / program development or redesign for blended / hybrid courses	5.1	5.4	5.2	5.3	5.5	5.4	3.4	6.3
Course / program development or redesign for fully online courses	4.5	4.7	5.2	5.4	4.4	4.3	2.2	6.3
Competency-based learning	3.1	3.6	2.8	3.5	3.1	3.0	2.4	3.7
Adaptive learning technologies	3.4	4.0	3.4	3.9	2.8	3.1	3.4	2.0
Use of third-party digital courseware	3.1	3.1	2.8	3.3	3.2	3.5	2.9	4.3
Digital textbooks and course materials	3.1	3.4	3.1	4.0	2.6	3.0	2.5	4.7
Learner / learning analytics	3.7	4.2	3.6	4.0	3.7	3.6	3.3	3.7
Open Educational Resources (OER)	3.2	3.1	3.4	4.1	3.2	3.0	2.8	2.0
Faculty engagement with students (high impact practices)	6.2	6.3	6.3	6.2	6.3	6.4	6.1	5.7
Digital Badging	2.2	2.6	2.4	2.6	1.9	2.0	1.5	1.7
Assessment of prior learning	3.4	3.3	3.0	3.1	3.3	3.9	4.0	2.0
Use of ePortfolios	3.4	3.3	3.3	3.1	3.4	3.8	3.2	3.7
Gaming and simulations	2.7	3.1	2.5	2.7	2.9	2.7	2.4	2.0
Leveraging Cloud platforms for instruction,(LMS, learning platforms, etc.)	4.6	4.2	4.8	4.8	4.9	5.6	3.5	5.0
Classroom / learning spaces design	4.3	4.6	4.1	4.1	4.9	4.3	3.6	5.0
Improving academic advising	3.2	3.0	2.5	3.1	2.4	3.9	4.2	4.7
percent reporting low priority (score of 1 or 2)								
Course / program development or redesign for on-campus courses	9	5	10	13	0	14	15	0
Course / program development or redesign for blended / hybrid courses	12	5	17	9	5	7	35	0
Course / program development or redesign for fully online courses	25	16	21	4	20	25	75	0
Competency-based learning	50	39	59	35	55	50	68	33
Adaptive learning technologies	38	22	38	22	58	50	42	67
Use of third-party digital courseware	44	44	52	39	47	33	50	33
Digital textbooks and course materials	41	31	41	22	55	46	60	0
Learner / learning analytics	30	19	35	26	25	31	45	33
Open Educational Resources (OER)	40	38	31	32	45	43	50	67
Faculty engagement with students (high impact practices)	3	3	3	0	0	3	5	0
Digital Badging	67	58	62	55	75	75	84	67
Assessment of prior learning	33	36	41	39	25	25	20	67
Use of ePortfolios	37	39	35	50	40	32	32	33
Gaming and simulations	53	41	66	57	35	54	58	100
Leveraging Cloud platforms for instruction, (LMS, learning platforms)	24	30	21	22	15	12	45	0
Classroom / learning spaces design	25	22	32	17	10	29	40	0
Improving academic advising	46	54	59	55	47	36	25	0
percent reporting high priority (score of 6 or 7)								
Course / program development or redesign for on-campus courses	57	68	55	39	60	57	65	0
Course / program development or redesign for blended / hybrid courses	51	57	59	48	60	54	20	67
Course / program development or redesign for fully online courses	42	38	66	48	40	36	15	67
Competency-based learning	13	17	10	17	10	11	11	0
Adaptive learning technologies	19	28	21	17	11	7	32	0
Use of third-party digital courseware	11	14	10	4	5	15	10	67
Digital textbooks and course materials	9	11	10	22	5	4	0	33
Learner / learning analytics	12	22	17	17	15	14	15	33

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
percent reporting high priority (score of 6 or 7) continued								
Open Educational Resources (OER)	12	11	10	32	15	4	5	0
Faculty engagement with students (high impact practices)	81	84	83	78	75	86	75	67
Digital Badging	3	8	3	5	0	0	0	0
Assessment of prior learning	13	17	7	9	5	21	15	0
Use of ePortfolios	15	14	7	14	20	25	11	33
Gaming and simulations	4	14	3	0	0	0	0	0
Leveraging Cloud platforms for instruction,(LMS, learning platforms, etc.)	46	43	48	48	40	73	20	33
Classroom / learning spaces design	34	43	39	17	40	36	25	33
Improving academic advising	17	16	3	14	0	32	35	33
Q18: Which Center resources and services are most used by faculty?								
Mean score (scale: 1=least used; 7=most used)								
Instructional design services	5.2	5.4	5.3	5.5	5.1	4.9	4.5	5.3
Learning science research and support	3.7	3.8	3.9	2.6	3.7	4.2	4.1	3.3
Course / program development or redesign for on-campus courses	5.2	5.4	4.8	5.0	5.6	5.4	5.0	4.0
Course / program development or redesign for blended / hybrid courses	5.0	5.5	4.9	5.2	5.0	5.0	3.6	7.0
Course / program development or redesign for fully online courses	4.7	4.5	5.3	5.5	4.2	4.0	3.7	5.7
Media production (graphics, video, interactive simulations)	3.7	4.1	4.4	3.5	3.5	3.1	3.2	3.7
Teaching assistants	3.9	4.7	2.0	1.5	4.9	3.3	2.2	.
Evaluation support for courses and programs	4.3	4.8	4.7	3.5	4.1	4.9	3.6	3.0
Library support	3.2	2.4	3.2	3.4	3.6	3.5	3.3	3.0
Professional development	6.0	5.9	6.2	6.4	5.6	6.0	5.8	5.3
Opportunity to experiment with new technology resources	5.2	4.9	5.3	5.2	5.4	5.0	5.4	6.0
Improving teaching skills	6.1	6.3	5.9	5.9	6.5	6.0	6.5	5.7
Percent Reporting Least Used Center services (scale score of 1 or 2)								
Instructional design services	8	5	10	4	5	11	16	0
Learning science research and support	24	18	17	48	35	14	20	33
Course / program development or redesign for on-campus courses	7	3	14	4	5	7	10	0
Course / program development or redesign for blended / hybrid courses	9	3	14	4	5	7	30	0
Course / program development or redesign for fully online courses	15	13	11	9	25	25	10	0
Media production (graphics, video, interactive simulations)	21	16	14	22	30	25	25	33
Teaching assistants	11	11	17	9	5	4	21	0
Evaluation support for courses and programs	14	18	4	26	15	4	16	33
Library support	18	26	10	17	15	14	20	33
Professional development	1	0	0	0	5	0	0	33
Opportunity to experiment with new technology resources	8	16	3	9	5	7	5	0
Improving teaching skills	3	3	4	4	0	3	0	0
Percent Reporting Most Used Center Services (scale score of 6 or 7)								
Instructional design services	41	45	48	48	30	43	26	33
Learning science research and support	15	8	21	9	20	18	20	0
Course / program development or redesign for on-campus courses	47	54	35	44	55	57	40	33
Course / program development or redesign for blended / hybrid courses	43	57	41	48	50	32	15	100
Course / program development or redesign for fully online courses	37	34	54	61	30	29	5	67
Media production (graphics, video, interactive simulations)	14	21	24	9	15	0	10	0
Teaching assistants	9	26	0	0	20	0	0	0
Evaluation support for courses and programs	22	42	25	4	15	29	0	0
Library support	6	0	7	4	10	7	10	0
Professional development	71	68	76	78	60	72	65	67
Opportunity to experiment with new technology resources	46	42	48	52	50	39	45	67
Improving teaching skills	76	90	68	65	84	69	80	67
Q19: How would you rate the effectiveness of the resources and services your Center provides to faculty?								
Mean score (scale: 1=not effective; 7=very effective)								
Instructional design services	5.6	5.9	6.1	5.7	5.5	5.2	4.9	5.3
Learning science research and support	4.3	4.7	4.6	3.6	4.4	4.4	4.0	3.7
Course / program development or redesign for on-campus courses	5.6	5.9	5.3	5.6	5.6	5.6	5.2	5.7
Course / program development or redesign for blended / hybrid courses	5.2	5.6	5.4	5.7	5.3	4.8	4.1	6.3
Course / program development or redesign for fully online courses	5.2	5.0	6.0	5.7	4.8	4.8	4.3	6.0
Media production (graphics, video, interactive simulations)	4.5	4.9	5.0	4.1	4.6	3.4	4.0	5.7
Teaching assistants	4.8	5.4	3.2	.	5.4	4.0	3.2	.
Evaluation support for courses and programs	4.8	5.4	4.5	3.9	5.5	4.9	4.5	3.3
Library support	4.0	3.5	3.6	4.3	4.4	4.3	3.7	6.0
Professional development	5.7	5.7	5.9	6.0	6.1	5.5	5.3	5.0
Opportunity to experiment with new technology resources	5.2	5.2	5.2	5.3	5.6	5.1	5.2	5.7
Improving teaching skills	5.9	6.1	5.8	5.7	6.1	5.9	5.7	4.3
Percent Reporting Not Effective Resource/Service (scale score 1 or 2)								
Instructional design services	3	0	0	0	5	4	10	0
Learning science research and support	16	11	11	26	32	7	20	0
Course / program development or redesign for on-campus courses	3	0	4	0	10	4	5	0
Course / program development or redesign for blended / hybrid courses	4	0	0	0	10	4	10	0
Course / program development or redesign for fully online courses	8	11	4	4	15	8	5	0
Media production (graphics, video, interactive simulations)	12	8	11	17	10	19	5	0
Teaching assistants	5	6	7	0	5	4	10	0
Evaluation support for courses and programs	8	6	11	14	0	8	10	33
Library support	9	11	7	9	10	8	10	0
Professional development	1	0	0	0	5	4	0	0
Opportunity to experiment with new technology resources	8	11	4	13	5	7	5	0
Improving teaching skills	3	0	4	0	5	4	0	33

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Percent Reporting Very Effective Center Resource/Service (scale score 6 or 7)								
Instructional design services	51	56	63	52	45	48	35	67
Learning science research and support	26	25	33	9	42	29	20	0
Course / program development or redesign for on-campus courses	61	67	54	61	75	67	45	67
Course / program development or redesign for blended / hybrid courses	46	58	43	57	60	41	5	100
Course / program development or redesign for fully online courses	40	42	57	61	35	31	5	67
Media production (graphics, video, interactive simulations)	23	31	33	30	15	8	10	67
Teaching assistants	12	37	0	0	30	0	0	0
Evaluation support for courses and programs	31	56	21	5	40	31	25	0
Library support	10	6	7	17	15	8	10	33
Professional development	61	60	64	70	75	57	42	33
Opportunity to experiment with new technology resources	44	42	32	61	60	48	30	33
Improving teaching skills	69	80	71	57	84	67	55	33
Q20: Strategies the institution uses to encourage faculty across all disciplines and ranks to use the Center's programs and services?								
Percent not applicable								
Financial incentives to individual faculty	29	32	21	44	25	30	20	33
Financial incentives to academic programs / departments	73	61	76	73	85	75	75	67
Course release time for faculty during the academic year	57	53	62	44	60	68	60	0
Course release time for faculty during the summer months	70	64	71	57	75	71	95	33
Changes to promotion and tenure policies that encourage teaching innovation	49	49	48	57	55	45	50	0
Embedding support staff in academic units	68	51	83	65	55	82	80	33
Use of learning science research to improve student learning	22	14	21	30	15	29	30	0
Support to present at teaching / pedagogical conferences	20	17	29	5	20	24	20	0
Support with accreditation requirements of professional programs	39	38	43	22	25	43	58	67
Outreach to division and department chairs	8	14	4	0	10	14	5	0
Percent reporting not effective outreach strategies (scale score 1 or 2)								
Financial incentives to individual faculty	8	5	7	9	10	11	5	0
Financial incentives to academic programs / departments	8	6	10	9	5	11	5	0
Course release time for faculty during the academic year	10	22	7	9	0	11	5	0
Course release time for faculty during the summer months	10	19	4	13	0	11	5	33
Changes to promotion and tenure policies that encourage teaching innovation	10	19	7	4	10	7	10	0
Embedding support staff in academic units	10	14	10	13	0	7	15	0
Use of learning science research to improve student learning	19	11	21	22	20	21	20	33
Support to present at teaching / pedagogical conferences	16	19	4	27	15	21	10	0
Support with accreditation requirements of professional programs	13	19	7	26	5	14	5	0
Outreach to division and department chairs	11	3	11	9	15	11	16	33
Percent reporting very effective outreach strategies (scale score 6 or 7)								
Financial incentives to individual faculty	31	43	31	22	25	22	35	33
Financial incentives to academic programs / departments	7	19	10	0	0	4	0	0
Course release time for faculty during the academic year	13	11	10	13	10	11	20	33
Course release time for faculty during the summer months	6	11	7	9	0	7	0	0
Changes to promotion and tenure policies that encourage teaching innovation	10	5	10	9	5	21	5	33
Embedding support staff in academic units	7	14	0	4	15	7	0	0
Use of learning science research to improve student learning	13	16	11	13	15	11	10	0
Support to present at teaching / pedagogical conferences	20	14	18	27	30	17	20	0
Support with accreditation requirements of professional programs	17	19	21	13	20	18	11	0
Outreach to division and department chairs	33	35	32	44	40	29	21	33
Q21: How would you assess the level of engagement of various faculty groups with the programs / services offered by your Center?								
Mean score (scale: 1=low engagement; 7=high engagement)								
Faculty, in general	4.7	4.7	4.7	4.5	4.8	4.8	4.7	4.3
Tenured faculty	4.3	4.3	4.0	4.3	4.5	4.5	4.1	5.0
Pretenured faculty	5.3	5.1	5.6	5.3	5.1	5.4	5.6	6.0
Part-time faculty	3.7	3.5	4.0	4.3	3.9	3.4	3.1	5.0
Faculty in the Arts & Humanities	4.6	4.8	4.7	4.5	4.2	4.7	4.5	5.5
Faculty in Business / Management	3.8	3.6	4.0	4.0	3.6	3.8	3.6	6.0
Faculty in Education	3.8	3.8	3.3	4.0	3.2	4.5	3.4	5.5
Faculty in the Health Sciences	4.9	5.1	5.2	4.8	4.8	4.7	4.6	5.0
Faculty in the Sciences / STEM fields	4.7	5.0	4.3	4.5	5.2	4.6	4.7	4.0
Faculty in the Social Sciences	4.9	5.1	4.9	4.5	4.8	5.0	4.7	4.7
Percent reporting low engagement (scale score of 1 or 2)								
Faculty, in general	4	5	4	4	5	3	0	0
Tenured faculty	11	14	18	9	5	11	10	0
Pretenured faculty	1	0	0	0	0	0	5	0
Part-time faculty	26	36	21	9	25	35	26	0
Faculty in the Arts & Humanities	10	6	11	4	15	21	0	0
Faculty in Business / Management	24	28	30	22	20	21	25	0
Faculty in Education	24	28	44	13	25	11	25	0
Faculty in the Health Sciences	6	3	4	9	5	14	0	0
Faculty in the Sciences / STEM fields	8	6	11	9	10	10	5	0
Faculty in the Social Sciences	4	0	4	9	5	4	0	33

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Percent reporting high engagement (scale score of 6 or 7)								
Faculty, in general	23	16	29	17	20	35	15	33
Tenured faculty	18	14	18	22	20	21	15	0
Pretenured faculty	43	31	54	30	40	50	60	33
Part-time faculty	15	11	14	17	20	17	5	33
Faculty in the Arts & Humanities	29	31	33	17	20	35	26	33
Faculty in Business / Management	16	8	22	17	5	18	15	67
Faculty in Education	17	14	22	13	0	29	10	33
Faculty in the Health Sciences	30	31	39	39	25	35	15	0
Faculty in the Sciences / STEM fields	32	37	15	30	50	35	25	0
Faculty in the Social Sciences	33	34	33	22	35	39	20	67
Q22: To what extent does your Center collaborate with other units at your institution?								
Percent not applicable								
Academic Affairs	1	0	0	0	0	0	0	0
Information Technology	1	0	0	0	0	0	0	0
The Library	1	0	0	0	0	0	5	33
Student academic support services	7	3	14	9	5	3	10	0
Academic advising	15	13	21	4	15	14	30	0
Developmental education	49	53	52	4	65	57	63	33
Student affairs	12	8	17	13	15	7	20	0
Institutional research	12	3	14	9	5	21	25	33
Academic programs in the Arts & Humanities	9	3	7	13	5	17	10	33
Academic programs in Business / Management	16	8	10	13	15	21	30	33
Academic programs in Education	21	3	14	39	25	24	32	33
Academic programs in the Health Sciences	24	14	21	13	30	17	53	67
Academic programs in the Sciences / STEM fields	8	3	7	13	0	14	5	33
Academic programs in the Social Sciences	9	3	7	13	5	17	10	0
Percent reporting no/little collaboration (scale score 1 or 2)								
Academic Affairs	4	0	0	9	0	7	5	33
Information Technology	4	0	7	0	5	7	5	0
The Library	8	8	14	4	5	11	5	0
Student academic support services	17	18	10	9	20	21	20	33
Academic advising	22	32	21	26	30	14	5	33
Developmental education	12	21	7	17	0	4	21	33
Student affairs	33	34	24	26	20	43	45	67
Institutional research	24	29	14	17	30	14	35	33
Academic programs in the Arts & Humanities	12	8	21	4	16	14	15	0
Academic programs in Business / Management	21	25	31	9	20	10	30	0
Academic programs in Education	20	22	39	9	20	7	26	0
Academic programs in the Health Sciences	11	11	14	9	10	10	11	0
Academic programs in the Sciences / STEM fields	8	5	14	4	5	7	15	0
Academic programs in the Social Sciences	11	8	17	13	5	3	15	33
Perecent reporting significant collaboration (scale score 6 or 7)								
Academic Affairs	73	84	79	70	75	61	70	0
Information Technology	70	79	66	87	80	64	55	0
The Library	44	37	55	44	55	41	37	33
Student academic support services	24	21	21	30	10	31	35	0
Academic advising	20	16	10	17	15	39	25	0
Developmental education	13	8	7	30	15	11	16	0
Student affairs	12	8	10	13	25	7	15	0
Institutional research	21	26	28	22	15	14	15	33
Academic programs in the Arts & Humanities	28	41	14	30	26	28	15	67
Academic programs in Business / Management	22	22	21	30	15	17	20	67
Academic programs in Education	19	17	11	22	20	31	11	33
Academic programs in the Health Sciences	29	32	10	44	40	28	21	33
Academic programs in the Sciences / STEM fields	35	46	14	39	55	31	25	33
Academic programs in the Social Sciences	26	31	14	30	25	28	20	67
Q23: As you think about the role, mission, and effectiveness of your Center, do you agree or disagree with the descriptions below about the impact of the Center's activities at your institution?								
Percent who agree/strongly agree								
The Center serves as an effective catalyst for a significant learning transformation in teaching and learning	71	73	62	70	85	68	70	67
Serves as a positive catalyst for modest improvements in teaching and learning.	92	89	97	91	90	90	95	100
The Center touches a large group of faculty and serves them well	61	71	52	36	80	69	55	33
The Center touches only a small group of faculty but serves them well	54	50	57	57	50	48	65	100
The Center serves as an effective catalyst for a significant transformation in overall student success.	45	56	33	52	42	43	40	33
The Center serves as a positive catalyst for a modest improvement in overall student success.	70	69	78	70	53	82	60	100
The Center's activities and services are well known and widely respected on campus	81	87	93	65	90	76	70	67

The 2015 National Survey of Campus Centers for Teaching and Learning

Sponsored by Center for Academic Innovation, University System of Maryland with financial support from the Bill and Melinda Gates Foundation

unless otherwise indicated, all data are for percentages (%)	ALL INSTITUTIONS	Public University	Public MA	Public Two-Year	Private University	Private MA	Private BA	For-Profit
Q24: Over the next 2 -3 years how important are the following issues at your institution (scale: 1=not important; 7=very important) *percent reporting very important (scale score 6 or 7)*								
Assisting faculty integrate technology into instruction	71	78	76	70	75	71	47	100
Developing / expanding our online education programs	57	61	64	83	40	54	26	100
Financing the replacement of aging hardware / software	31	33	24	35	35	32	32	33
Hiring / retaining qualified IT staff	34	38	28	36	35	36	28	33
Implementing / supporting mobile computing	39	36	35	52	35	36	37	100
Providing adequate user support	56	47	59	52	55	61	53	100
Upgrading / replacing the current campus Learning Mgmt System (LMS)	25	21	24	22	35	33	16	33
Supporting / managing BYOD (Bring Your Own Device)	31	42	25	36	15	29	35	33
Professional development of IT personnel (IT staff and senior IT officers)	22	22	17	35	25	18	17	0
Using / leveraging social media as a resouce for instruction	19	27	3	26	20	14	21	67
Leveraging IT resources and services to advance the student success/ student completion priorities of my institution	52	75	35	68	37	43	53	33
Q25: What one thing (program, service) does your Center do exceptionally well *(open ended response)*								
Q26: What one thing (program, service, etc.) must your Center need to do better? *(open ended response)*								
Q27: What don't we know to ask you about the activities of your Center? *(open ended response)*								
Q28: As the Center leader, what do you think are the key obstacles to using learning technologies and innovative practives for teaching and learning at your institution? *(open ended respose)*								
Q29: Below is a list of third-party digital content providers. Please check the ones that are familiar to you.								
Acrobatiq	6	13	3	0	10	3	0	0
Cerego	3	0	3	4	0	3	5	0
CogBooks	4	3	3	4	15	0	0	0
Educate Online	10	3	10	13	10	10	15	33
Flatworld Knowledge	31	32	31	48	35	28	20	0
Learning Objects	30	40	31	44	50	7	5	67
Lumen Learning	24	34	21	26	20	28	10	0
Muzzy Lane	1	3	0	0	0	0	0	0
Noodle	16	18	7	22	20	14	15	33
NovoEd	12	13	10	9	25	10	5	0
Rice University / OpenStax	22	24	14	44	30	21	5	0
Smart Sparrow	7	13	3	4	15	3	0	0
Stanford OLI	36	37	38	22	60	38	25	33
Other	11	21	10	4	5	14	5	0
Q30: As a Center head or director, which groups and organizations do you view as important for professional resources and for your own professional development and networks?								
EDUCAUSE	71	74	79	78	80	62	45	67
NISOD	9	0	0	61	0	0	5	0
OLC (formerly Sloan C)	42	47	62	52	30	38	10	67
POD Network	77	84	83	48	95	90	60	0
New Media Consortium (NMC)	25	26	24	35	45	14	5	67
Q31: Which description below best characterized your college or university? *(institutional typology)*								
Q32: Would you like to be notified when the survey summary is released? If yes, please provide your email address. *(almost all provided email addresses)*								
Q33: We would welcome any additional comments about this survey *(open ended response)*								

Appendix 05: Institutions Participating in Survey

Albion College
American University
Anderson University
Arizona Western College
Asian University for Women
Austin Community College
Azusa Pacific University

Bacone College
Barton College
Bates College
Bucknell University
Bucks County Community College

Cal Poly State University, San Luis Obispo
California Lutheran University
California State Polytechnic University, Pomona
Cambridge College
Case Western Reserve University
Chapman University
Cleveland State University
Colby College
County College of Morris
CUNY- Manhattan Community College
CUNY - School of Professional Studies

Dartmouth College
Davidson College
Dean College
Denison University
DePauw University
Des Moines University
Duke University

EAFIT University
Eastern Kentucky University
Edison Community College
Edison State Community College
Elon University

GateWay Community College
George Brown College
The George Washington University
Georgia Perimeter College
Georgia Regents University
Grand View University
Green Mountain College
Grinnell College

Heritage University
Hiroshima University
Howard University

Illinois Central College
Indiana university south bend
Iowa State University

James Madison University
Johns Hopkins University
Lake Forest College

Lee College
Lehigh University
Lincoln College

Marylhurst University
McGill University
Mesa Community College
Messiah College
Michigan Technological University
Middle Tennessee State University
Minneapolis Community and Technical College
Missouri State University
Molloy College
Montgomery College
Montgomery County Community College
Moraine Valley Community College
Morehead State University
Muhlenberg College

New York Institute of Technology

Niagara College of Applied Arts and Technologies
North Carolina A&T State University
North Central State College
Northeastern Illinois University
Northern Illinois University
Northern Michigan University
Northwestern Michigan College
Northwestern University

Oakland University
The Ohio State University
Otis College of Art and Design
Otterbein University

Pace University
Pacific Lutheran University
Park University
Philadelphia University
Phoenix College
Pine Technical & Community College
Providence College

Regent University
Rhode Island School of Design
Rhodes College
Rollins College

The Sage Colleges
Saint Louis University
Saint Mary's College of California
San Juan College
Scottsdale Community College
Seattle University
Southern Illinois University Carbondale
Southern Methodist University
Spelman College
Spelman College
St. Louis College of Pharmacy
SUNY- Buffalo State College
SUNY- College at Brockport
SUNY - Purchase College

Stevenson University
Stonehill College
Suffolk University

Temple University
Tennessee State University
Texas A&M University - Central Texas
Texas Tech University
Thomas Jefferson University
Trinity University
Tufts University

University of Alaska Anchorage
University of Arkansas
University of California, Irvine
University of California, Riverside
University of Central Arkansas
University of Central Florida
University of Cincinnati
University of Colorado, Boulder
University of Connecticut
University of Dayton
University of Georgia
University of Hawaii
University of the Incarnate Word
University of Maryland, Baltimore County (UMBC)
University of Massachusetts, Amherst
University of Michigan
University of Nebraska at Omaha
University of New Mexico
University of North Carolina, Asheville
University of North Florida
University of North Texas
University of Notre Dame
University of Pittsburgh
University of Pretoria (South Africa)
University of Puget Sound
University of Rhode Island
University of San Diego
University of the South
University of South Dakota
University of South Florida
The University of Texas at Brownsville
University of Trinidad & Tobago
University of Utah
University of Washington
University of West Florida
University of West Georgia
University of Wisconsin, Eau Claire
University of Wisconsin System
Utah Valley University

Valdosta State University
Valencia College
Vanderbilt University

Washington University in St. Louis
Weber State University
Western Carolina University
Western Washington University
Winona State University

Yale School of Management
Yale University